

## FRENCH INBO-CHINA

and secondary curricuk were almost identical **with** those of the Metro-

The **principally** used was *qvoc ngu* and a little French.

To cut the Gordian **linguistic** knot,, Beau was willing to sacrifice **quoc**

*ngu* to use Chinese as the vehicle of traditional education, with

French for the Franco-**Annamite** system. Not that he wanted them to

working in watertight compartments, but rather to fuse the

two systems, taking care to safeguard the position of Chinese characters

as to the Annaixiites\* ethical training. He was not able

to effect this in Cochin-China, however, where assimilation was still

in the saddle. But he did manage to add to the curriculum there

Western science which the natives were loudly demanding. The whole

under a Director of Public Education. In time **this** proved to be over-centralized, so a local organization

was set up for

of the countries. The whole reform paralleled the administrative

**decentralization.** These changes were recommended by

the \*fe *de l'Ern&gmnent Indig^ene^* made up of

under the chairmanship of members of lie

In the second meeting of this committee took up the problem

of school equipment, in all other matters clinging to the

evolved in **1906**. Teachers were the **system's** weakest spot.

imperfect, but they always had their

on a gave them- in the administration, and so never

to but the **The** Scholars could see nothing

of for form atrophied their thought

in their attitude towards

**everything**

Hie in the Franco-Annamite in the key positions there were the

French out **the M&ropole.** There between them the was the where stowed up to remove of the causes by **their** **colleagues',** by To a to in the state was formed at the mew New in three l\* tft a of uf tht a faa^ by time^ for **its** \*cry in Ac met by <nd